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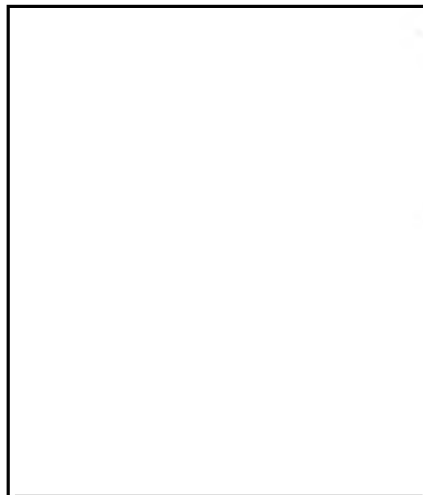
MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Support Directorate Seminar (Problem Solving)
Report

1. Referent report is attached.

2. The report is the product of the joint efforts of the
seminar members, namely:

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ice of Communications

ice of Finance

- Office of Logistics

Office of Medical Services

ice of Personnel

ice of Security

ice of Training

- Office of the Deputy Director
for Support

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1. Problem:

The problem presented to Seminar Group #3 was to define "what kind of Midcareer training should be given to employees not selected for the Midcareer Executive Development Course (MEDC)?"

2. Objective:

Early in the discussion of this problem we felt the need to expand our consideration to include the career development of all GS-13 and GS-14 career employees because of the need for:

- a. Revitalizing all employees in this category to maximize their contributions.
- b. Establishing a pool of broadly experienced general Support Officers.
- c. Developing the largest possible number of Support Officers prepared to succeed to senior level positions.

3. Summary Statement:

25X1 Working within the context of the Midcareer Training Program, as defined in we formulated a training plan to fulfill the objective stated in Paragraph 2. The plan, described in detail in Paragraph 7, differentiates between the Directorate's total GS-13 and GS-14 population and a smaller number within that total who are selected to participate in the Midcareer Program. It is designed to provide all GS-13 and GS-14 career employees in the Support Services with a maximum opportunity consistent with their capabilities. The plan is designed to mesh as unobtrusively as possible with the activities and responsibilities of the Support

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Offices.

4. Facts:

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a. There are currently in the Support Directorate GS-13 and GS-14 employees.

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b. Of this currently in the Mid-career Program, 145 of whom have attended the Midcareer Executive Development Course.

c. Since the inception of the Midcareer Training Program in 1963, 185 Support Officers have completed the Midcareer Executive Development Course. The annual quota for Support Officers is currently 32 or approximately eight for each of the four course runnings per year.

d. In 1968 the Midcareer population was increased by 58 promotions to GS-13 while 55 GS-13 and 14 career employees reached age 50. The average GS-13 career employee has been in grade 72 months; the average GS-14 career employee has been in grade 69 months. Tab A presents graphically the population under consideration, i.e., all GS-13 and GS-14 career employees and those in the Midcareer Training Program including those who have taken the Midcareer Executive Development Course.

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5. Discussion:

- a. The number of upper level employees who will retire in the next few years (67% of GS-14s and above in the Support Directorate will reach mandatory retirement age by 1975) underscores the urgency of developing and implementing a meaningful and productive training program for the personnel who must succeed to these positions..
- b. At the same time there is a need to provide some degree of revitalization and further training for all GS-13 and GS-14 employees in order that their efficiency and dedication not diminish even though they may not be designated as having potential for further advancement.
- c. The MEDC cannot be used to train all GS-13 and GS-14 employees since its rigid quota system restricts enrollment even for those already in the Midcareer Training Program.

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- d. Even though there are ☐ employees in the Midcareer Training Program, it appears that this Program, in practice, has largely degenerated to the point where it consists only of the Midcareer Executive Development Course. Specifically, there are numerous cases where no five-year plans are prepared, or if they are prepared, not followed through. There appears to be no follow-up consultation between participants and those responsible for the Program, nor training specified as necessary or desirable other than the MEDC itself. Consequently, there is a

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lack of awareness on the part of GS-13 and GS-14 employees as to who is actually in the Midcareer Training Program.

e. There is a presumed adverse effect on the morale of some of those not selected for the Midcareer Training Program; there is an apparent unwillingness to release some employees who are eligible and available for Midcareer training; there is the added problem of training those employees who are not physically available because of field assignments.

f. There appears to be no valid correlation between attendance at the MEDC and promotion. It is important, therefore, to emphasize that attendance in MEDC, or for that matter participation in the Midcareer Training Program, does not imply automatic or early promotion.

g. Lack of effective administrative control and direction has emasculated the present Midcareer Training Program. The present selection process does not allow individuals adequately to demonstrate initiative, interest, and aggressiveness. The present Program, as it performs in reality, does little to foster individual potential. An effective Program would involve a participant in more than just a passive way by placing more reliance on personal initiative in developing and implementing a meaningful career plan. The individual Career Services should retain the responsibility for selecting and notifying

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their Program participants, as well as aiding them in developing their career plans. Valid mechanisms exist for employees to voice their career interests via re-assignment questionnaires and Fitness Reports, and the respective Career Services should exert maximum use of these vehicles to enable the employee to attain his goal.

h. In addition, there is a need to establish a counseling function in the Office of the DDS. The kind of interaction we envision would enable the DD/S counselor(s) to identify potential candidates for wider ranging responsibilities or assignments lying outside individual Career Services.

i. There is a need to provide some revitalization and reorientation for all employees in the GS-13 and GS-14 levels to make them more effective in their current assignments. Individualized plans are necessary for those selected by their Career Boards for participation in the Midcareer Program. This Program should encompass internal training, which may or may not include the Midcareer Executive Development Course, external training, and job assignments.

j. The present Phase II of the MEDC, which includes presentations by Offices of the Support Directorates and other Directorates, appears admirably suited for a limited training course for all GS-13 and GS-14 employees.

This "core" training which we identify as "Support

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and Agency Review" (SAR) would ideally be done outside the Headquarters area and would be no longer than two weeks duration. In addition to Phase II material from the MEDC, other material could be drawn from similar orientation and review courses such as Support Services Review--Trends and Highlights, Intelligence Orientation Course, Advanced Intelligence Review Course and the Clandestine Service Review.

6. Conclusions:

- a. It is desirable to provide all GS-13 and GS-14 employees in the Support Directorate with some exposure to the other Support Offices and Directorates for the purpose of revitalizing them and broadening their exposure to the Agency and its activities.
- b. There is a further need for training for a smaller group of GS-13 and GS-14 employees selected as participants in the Midcareer Training Program.
- c. The employees selected for the Midcareer Training Program, as well as those not selected should be notified formally of their Career Board's decision.
- d. The employees not selected for the Program should be reconsidered annually.
- e. The kind of training envisioned for those in the Midcareer Training Program appears beneficial to the Agency even if the individual lies outside the age bracket of

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35-45. In this connection, we believe a more useful criterion would be simply that there remain sufficient time in an employee's career for the Agency to realize a return on its training investment.

f. Training to maintain specialized skills should continue to be encouraged for all GS-13 and GS-14 employees.

g. A counseling function on the DD/S staff be established and made available to all GS-13 and GS-14 employees to give them an opportunity to discuss their interests, career direction, and specific training. This service should be explained at the time the proposed Support and Agency Review Course is given.

h. Those selected for the Midcareer Training Program prepare a career plan in collaboration with their Career Service Counselor. This plan should include a combination of formal managerial training from a selected group of courses and an outline of work assignments consistent with the employee's interests and the needs of his Service. Although the time element must be left flexible because of the exigencies of our mission, the plan outlined for an employee ought to be completed within a five year period. Examples of internal and external courses suggested for inclusion in a Midcareer Program are:

INTERNAL - Management, Managerial Grid, Advanced Management (Planning), and ADP Orientation.

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EXTERNAL - U.S. Department of Agriculture Management Development Program for Government Managers, Civil Service Commission Middle Management Institute, Kings Point Seminar, College/ University courses/seminars.

For those employees in the Program located in the field, there are appropriate correspondence courses and university extension courses available for them to continue their plans. We underscore the wisdom of giving participants the opportunity of attending at least one external course; a healthy balance or mix of the two types of training should be the objective.

7. Recommendations:

- a. Strive to make maximum use of the Midcareer Executive Development Course (MEDC).
- b. A two-week course be established for all GS-13 and GS-14 career employees. The course should be comparable to Phase II (Agency activities) of the MEDC. The Course should be presented outside Washington approximately four times per year and should include a presentation on the Midcareer Training Program, how selections are made, what training and counseling are available. Class size should be 30-40 students (see Tab B).
- c. A counselor function be established on the DDS staff directly responsible for administration of the entire Pro-

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gram. This would augment the existing function within the Support Offices.

d. Selection of participants for the Program remain with the individual Career Services.

e. The Career Services notify all GS-13 and GS-14 career employees that they have been accepted or rejected for participation in the Program.

f. The Career Boards reconsider annually those employees not previously selected for participation in the Program.

g. Employees selected for the Program develop with the Office Counselor a tailored plan which includes appropriate training and work experiences to sharpen his managerial talent and broaden his perspective (see Tab C).

h. A concerted effort be made to identify "generalist Support" positions which could be used for the rotational assignments of promising candidates in the Program.

8. Final Remarks:

The Training plan proposed in this paper does not introduce any major innovations other than the establishment of a counseling function at the DD/S level, a two-week Support and Agency Review Course, and a planned use of rotational assignments. We discerned that the framework of existing regulations, policies, and training capabilities of the Agency are all excellent vehicles for promoting employee development if these mechanisms are properly used. We determined, therefore, that the thrust of our effort

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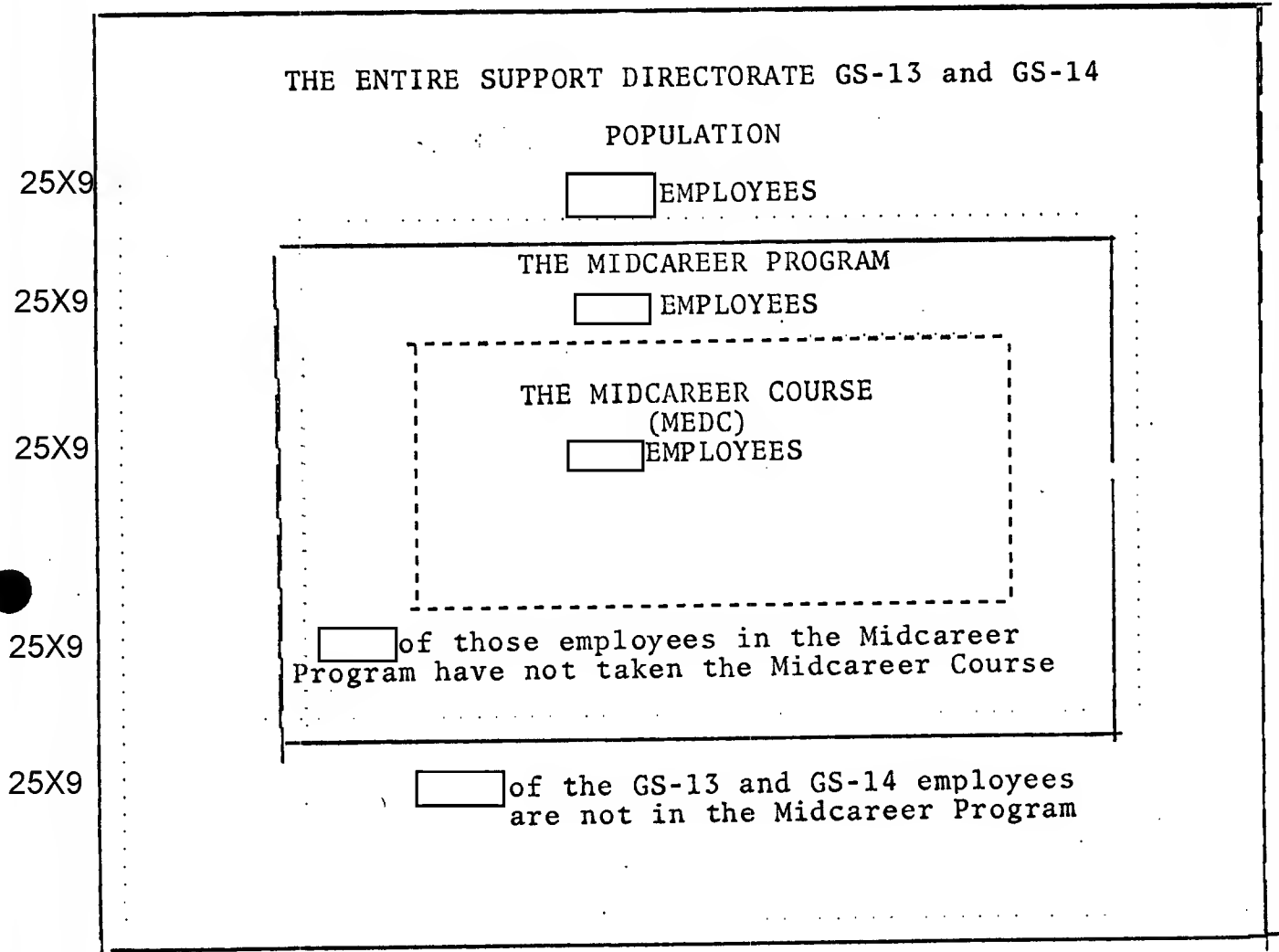
should be aimed at making maximum use of these in a plan tailored for Support Officers, rather than attempting to superimpose still another layer of new training. Also, we feel constrained to make the following final comment: if adopted, the success of the training plan herein recommended depends upon the continued interest and support of all senior DDS Officers who are responsible for the development of their middle-level employees and who must lay out the program for succession.

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TAB A



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TAB C

Sample Five-Year Plan for Trainee Based at Headquarters

A. Courses: Additional Cost

1. Internal

- | | |
|------------------------|------|
| a. SAR (2 weeks) | \$70 |
| b. Management (1 week) | -- |
| c. AM(P) (1 week) | 50. |

2. External

- | | |
|--|------|
| a. USDA Management Development
Program for Government
Managers (2 weeks) | 650. |
| b. Executive Seminar - Skills
and Goals of Management,
 (2 weeks) | 525. |

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\$1,295. *

B. Rotational Assignments:

Two-year assignment to "generalist" position.

* Costs include travel and per diem.

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